



Skills and Future Work (2) - The Relevance of Skills Training to Student Futures

Advanced (Classes 11-12) Intermediate (Classes 7-10)



Internal Motivation and Ambition (Pestalozzi Approach)

The facilitator writes the following proverb on the board: 'Give a man a fish and he eats for a day, teach a man to fish and he eats for a lifetime.' (Attributed to Confucius, China).

The facilitator elicits the meaning of the proverb from the participants and elicits from the participants its connection to Pestalozzi's approach (see the section in bold typeface below).

Instructions to Participants:

- List all the practical skills you have been taught
- Consider and write down how having each skill you have listed could make a difference to your future lives, your families, your local communities and even to your country at large.
- List any skills you have not been taught which you believe would be useful to you and your communities in future.

(NB: It is important that any such skills mentioned are either taught to the participants in future or that a good reason for not doing so is provided.)

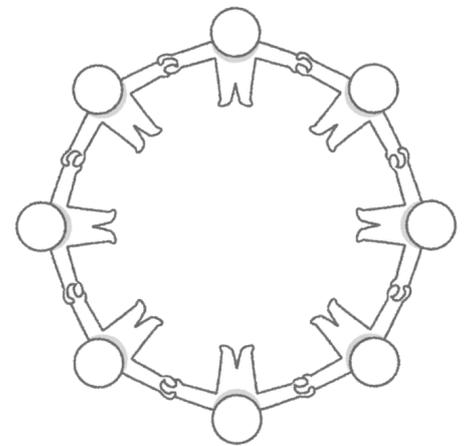
The facilitator and participants discuss individuals work.

Pestalozzi believed that any kind of charitable giving is useless unless because it makes the recipient even more dependent, unless that gift is in the form of an education which enables a person to help himself or herself and in turn others.

He provided a vocational education, teaching the practical skills most likely to be useful and relevant to his students upon becoming adults. He taught students the skills necessary for independence and believed that students should take control of their learning to as great an extent as possible.

Materials Needed

- Whatever is needed to set up visits to local organisations, for example letter writing material or telephone access
- Access to local organisations





Skills and Future Work (2) - The Relevance of Skills Training to Student Futures

Continued

AI/ Tech Enhancements

Digital Portfolio & Skill Narratives

Students create a digital reflective portfolio (Google Slides / Canva / Notion) including:

- Lists of skills
- AI-generated impact statements (with edits)
- Personal action plans for missing skills
- Each page could include short written explanations and visuals.

Why this matters?

- Encourages multi-modal literacy: blending text, visuals and digital design.
- Supports students in articulating their skills and future plans — a key employability outcome.
- Aligns with UNESCO and OECD thinking about future skills needed for life, work and citizenship.

Students could use AI to generate higher-order reflection questions such as:

- “Which skill do you believe will remain most relevant even with unpredictable change?”
- “Which skills help you contribute positively to others’ lives and why?”
- Students respond in writing or short recorded audio.

Why this matters?

- Deepens emotional and ethical reflection.
- Encourages metacognitive skills.
- Opportunity to reflect on use of AI.